



**St Aloysius College (Autonomous)**  
**Mangaluru**

**Re-accredited by NAAC “A++” Grade**  
**Course structure and syllabus of**  
**B.A.**  
**SOCIOLOGY**

**Under NEP Regulations, 2020**  
**(2021-2023 Batch)**



Re-accredited by NAAC with 'A++' Grade with CGPA 3.67/4 (Cycle 4)  
Recognised as Centre for Research Capacity Building under UGC-STRIDE Scheme  
Recognised under DBT - BUILDER Scheme, Government of India  
College with "STAR STATUS" Conferred by DBT, Government of India  
Recognised by UGC as "College with Potential for Excellence"

Date: 21-02-2022

## NOTIFICATION

Sub: Syllabus of **B.A. SOCIOLOGY** under NEP Regulations, 2020.  
(As per Mangalore University guidelines)

- Ref: 1. Decision of the Academic Council meeting held on 18-12-2021 vide  
Agenda No: 6  
2. Decision of the Academic Council meeting held on 09-07-2022 vide  
Agenda No: 14  
3. Decision of the Academic Council meeting held on 25-02-2023 vide  
Agenda No. 12  
4. Decision of the Academic Council meeting held on 02-09-2024 vide  
Agenda No. 3  
5. Office Notification dated 21-02-2022  
6. Office Notification dated 17-08-2022  
7. Office Notification dated 30-03-2023  
8. Office Notification dated 26-09-2023

Pursuant to the above, the Syllabus of **B.A. SOCIOLOGY** under NEP Regulations, 2020 which was approved by the Academic Council at its meeting held on 18-12-2021, 09-07-2022, 25-02-2023 & 02-09-2023 is hereby notified for implementation with effect from the academic year **2021-22**.

  
PRINCIPAL



  
REGISTRAR

To:

1. The Chairman/Dean/HOD.
2. The Registrar Office

### 3. Library

**BOS Meeting Conducted and Syllabus Presented and Approved on 19.11.2021.**

<b>Member names</b>	<b>Presence</b>
Ms Joan Rita O'Brien (Chairperson) Assistant Professor & HOD, Department of Sociology St Aloysius College (Autonomous), Mangalore	Present
Dr Vinay Rajath (University Nominee) Associate Professor, Department of Sociology Mangalore University	Present
Dr Meenakumari (External Subject Expert) HOD, Department of Sociology Fatima College Madurai, Tamil Nadu	Present
MrYogindra B (Meritorius Alumna& Subject Expert) Associate Professor, Department of Sociology Pompei College, Aikala	Present
Mr Uday Shenoy (Industry Representative)	Absent
Ms Alina Peris (Student Representative) Final Year BA	Present
Ms Savitha D'Souza (Faculty member) Assistant Professor, St Aloysius College (Autonomous) Mangalore	Present

**BOS Meeting Conducted and Syllabus Formulated and Approved on 29.06.2022.**

**Following members were present for the meeting.**

Ms Joan Rita O'Brien (Chairperson) Assistant Professor & HOD, Department of Sociology St Aloysius College (Autonomous),Mangalore
Dr Vinay Rajath (University Nominee) Associate Professor, Department of Sociology,Mangalore University
Dr Meenakumari (External Subject Expert) HOD, Department of Sociology Fatima College Madurai, Tamil Nadu
MrYogindra B (Meritorius Alumna & Subject Expert) Associate Professor, Department of Sociology Pompei College, Aikala
Ms Alina Peris (Student Representative) Final Year BA
Ms Savitha D'Souza (Faculty member) Assistant Professor, St Aloysius College (Autonomous)Mangalore

## **BOS Meeting Conducted and Syllabus Formulated and Approved on 15.02.2023**

### **Following members were present for the meeting**

Ms Joan Rita O'Brien	Chairperson
Dr Sheshappa Amin K.	University Nominee Associate Professor, Department of Sociology, Govt College, Car Street Mangalore
Dr Kiran Prasad	Subject Expert HOD, Department of Sociology, School of Social Work Roshni Nilaya, Mangalore
Ms Shashikala	Subject Expert Associate Professor, Department of Sociology Government First Grade College, Bantwal
Dr Vyshali U	Meritorius Alumna & Subject Expert Assistant Professor, HOD, Department of Sociology, Govt First Grade College, Punjalkatte, Bethangady Taluk
Preethi Nayak	Industry Representative JOOS BOTAL
Muskan	Student Representative Final Year BA
Ms Savitha D'Souza	Faculty member

**BOS Meeting Conducted and Syllabus Formulated and Approved on 18.08.2023**

<b>Member names</b>
Ms Joan Rita O'Brien (Chairperson) Assistant Professor & HOD, Department of Sociology St Aloysius College (Autonomous),Mangalore
Dr Sheshappa Amin K. (University Nominee) Associate Professor, Department of Sociology, Govt College, Car Street Mangalore
Dr Kiran Prasad (Subject Expert) HOD, Department of Sociology, School of Social WorkRoshni NilayaMangalore
Ms Shashikala (Subject Expert) Associate Professor, Department of Sociology Government First Grade College, Bantwal
Dr Vyshali U (Meritorius Alumna & Subject Expert) Assistant Professor, HOD, Department of Sociology, Govt First Grade College, Punjalkatte, Bethangady Taluk
Preethi Nayak (Industry Representative) JOOS BOTAL
Muskan (Student Representative) Final Year BA
Ms Savitha D'Souza (Faculty member) Assistant Professor, St Aloysius College (Autonomous) Mangalore

**Preamble:**

Sociology is the study of social life, of group interaction and social behaviour. Since earliest time philosophers, administrators and social scientists have been trying to understand social life. In this attempt there arose social sciences like economics, anthropology, psychology and political science. However, all these sciences do not give us a complete picture of society or of man's social life. Therefore, the discipline of sociology was designed and developed to achieve this end. Thus sociology is a synthesizing discipline trying to unify the results of separate disciplines with a definite purpose, at the same time it is also an analytic and specialized science with its own field of research. Sociology essentially deals with the network of social relationships in society.

**General Objectives of the Programme:**

1. To introduce the students to the basic concepts and processes in sociology to understand the social life.
2. To equip the students with updated sociological knowledge pertaining to various subfields within the discipline of sociology.
3. To orient the students for comprehending sociological perspectives.
4. To analyze and critically assess the social reality.
5. Prepare students for various competitive examinations.
6. To inculcate the research aptitude and relevant skills in the students useful for their professional life.
7. To prepare the students for undertaking research, jobs in Colleges/Universities/ Research Institutions, various Government Departments and Non-governmental organizations.
8. To prepare the students for undertaking income earning jobs in organizations and agencies.
9. Continuous education in various special fields of Sociology.
10. Need based curricula and teaching to develop aptitude and skills.



## IIB.ModelProgramStructurefortheUG Program

### B. A. SOCIOLOGY STRUCTURE UNDER NEP

Course Code	Title of course	Category of course	Teaching hours per week	SEE	CIE	Total Marks	Credits
<b>SEMESTER I</b>							
G 104 DC1.1	Understanding Sociology	DSC	3	60	40	100	3
G 104 DC2.1	Changing Social Institutions in India	DSC	3	60	40	100	3
G 104 OE1.1	Indian Society: Continuity and Change	OEC	3	60	40	100	3
<b>SEMESTER II</b>							
G 104 DC1.2	Foundations of Sociological Theory	DSC	3	60	40	100	3
G 104 DC2.2	Sociology of Rural Life in India	DSC	3	60	40	100	3
G 104 OE1.2	Society through Gender Lens	OEC	3	60	40	100	3
Exit Option with Certificate (48 Credits)							
<b>SEMESTER III</b>							
G 104 DC1.3	Social Stratification and Mobility	DSC	3	60	40	100	3
G 104 DC2.3	Sociology of Urban Life in India	DSC	3	60	40	100	3
G 104 OE1.3	Sociology of Tourism Management	OEC	3	60	40	100	3
<b>SEMESTER IV</b>							
G 104 DC1.4	Sociology of Marginalised Groups	DSC	3	60	40	100	3
G 104 DC2.4	Population and Society	DSC	3	60	40	100	3
G 104 OE1.4	Sociology of Leisure	OEC	3	60	40	100	3
<b>SEMESTER V</b>							
G104 DC1.5	Social Entrepreneurship	DSC	4+0+0	60	40	100	4
G104 DC2.5	Tribal Society	DSC	4+0+0	60	40	100	4
G104 DC3.5	Statistics in Social Research	DSC	4+0+0	60	40	100	4
<b>SEMESTER VI</b>							
G104 DC1.6	Sociological Perspectives	DSC	4+0+0	60	40	100	4
G104 DC2.6	Sociology of Health	DSC	4+0+0	60	40	100	4
G104 DC3.6	Society in Karnataka	DSC	4+0+0	60	40	100	4
<b>Internship</b>							

## PROGRAMME OUTCOMES (BA)

- **PO 1:** The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible.
- **PO 2:** The B.A. graduates will be acquainted with the global social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.
- **PO 3:** The programme empowers and thoroughly prepares the graduates to appear for various competitive examinations or choose the post graduate programmes of their choice.
- **PO 4:** The programme enables the students to acquire knowledge with human values framing the base to deal with various problems in life with courage and humanity.
- **PO 5:** The students will be ignited enough to critically think and act over for solution to various issues prevailing in human life to make this world a better place.
- **PO 6:** The programme provides a holistic base for every student to become a responsible citizen.

### Assessment:

#### Weightage for assessments (in percentage)

Type of Course	Formative Assessment/IA	Summative Assessment
Theory	40	60
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	40	60

### Program Articulation Matrix:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internship etc. The core pedagogy shall remain lectures along with activities.

<b>Sem</b>	<b>Title /NameoftheCourse</b>	<b>Programoutcomes thatthe courseaddresses (notmorethan3percourse)</b>	<b>Pre- requisitecourse(s)</b>	<b>Pedagogy##</b>	<b>Assessment\$</b>
1	<b>Understanding Sociology</b>	Understand thenatureandroleofSociology in achangingworld  Recognisedifferentperspectives ofperceiving theworkingsofsocialgroups  Express one'sunderstanding ofcurrent socialissuesinoralandwrittenforms	10+2 orPUC	Experientiallearning(activi- ty-basedlearning)  Documentary screening  Open forum discussions  Debates  Photo journalism	Oralorwrittenpresentationsto o assessanalysingcapability,cre- ativity andcommunicationskills

1	<b>Changing Social Institutions in India</b>	1. Identify the new forms taken by social institutions 2. Critically understand the implications of changes occurring 3. Undertake micro research work and communicate effectively	10+2 or PUC	Microprojects Activity based learning Movie Screenings and review Book reviews Documentaries and discussions	Presentation of microprojects Questions asked and answered
2	<b>Foundations of Sociological Theory</b>	1. Appreciate the contemporaneity of classical sociological thought 2. Appreciate the need for thinking in theoretical terms and concepts 3. Demonstrate Basic Understanding of Theory and Research	DSC-1 and DSC-2	Role Play Group discussion Microprojects	Ability to analyse a social situation with the framework of theory Assess the relevance of a theory in contemporary terms
2	<b>Sociology of Rural Life in India</b>	1. Understand the myths and realities of village India constructed by	DSC-1 and DSC-2	Field visit and data collection Interviews	Data collection Data analysis Presentation of data

		<p>Western scholars</p> <p>2. Appreciate the role of traditional social institutions and how they have responded to forces of change</p> <p>3. Make an informed analysis of various development programmes and challenges encountered</p>		<p>Role plays</p> <p>Documentaries</p> <p>Web series</p> <p>Book reviews</p>	
--	--	---	--	--	--

**Program Articulation Matrix:**

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internship etc. The core pedagogy shall remain lectures along with activities.

<b>Se m</b>	<b>Title /Name of the Course</b>	<b>Program outcomes that the course addresses (not more than 3 per course)</b>	<b>Pre- requisite course(s )</b>	<b>Pedagogy##</b>	<b>Assessments</b>
5	<b>Modern Sociological Theories (DSC9)</b>	1. Have knowledge about the principal lines in the development of modern sociological theory. 2. Be able to identify important similarities and differences between modern sociological theories. 3. Be able to use relevant parts of modern sociological theory to analyze social phenomena.	DSC-7 and DSC-8	Open forum discussions Comparative Debates	Oral or written presentation to assess analysing capability, creativity and applications skills

5	<b>Gender and Society (DSC10)</b>	<p>Understand the role of socialisation as a constructor of gender roles and status</p> <p>Appreciate the role of defining one's self identity in terms of gender</p> <p>Identify the gender bias and discrimination present in everyday social structure</p> <p>Take informed decisions about addressing gender justice issues</p>	DSC-7 and DSC-8	<p>Role Play</p> <p>Group discussion</p> <p>Micro projects</p> <p>Movie screening</p> <p>Open discussions</p> <p>Debates</p> <p>Documentaries</p> <p>Ted talks</p>	<p>Ability to analyse a social situation with the framework of theory</p> <p>Assess the relevance of a theory in contemporary terms</p>
5	<b>Family and Kinship Studies (DSE1)</b>	<p>1. Familiarize with the rich diversity in the types of networks of relationship created by genealogical links of marriage and other social ties</p> <p>2. Understand how the study of kinship systems in different ethnographic settings can facilitate a comparative understanding of societies and social institutions</p> <p>3. Exposure about different approaches, issues and debates in studies of kinship, marriage and</p>	DSC-7 and DSC-8	<p>Movie Reviews, book reviews, documentary screening, role plays, Online talks</p>	<p>Presentations, Project works, quiz, assignments</p>

		family			
5	<b>Corporate Social Responsibility (VOC1)</b>	<ol style="list-style-type: none"> <li>1. Different conceptualizations of CSR and its role in business and society</li> <li>2. Motives and reasons business leaders and other stakeholders care about CSR</li> <li>3. Contemporary approaches to integrate CSP within corporate strategy to manage relationships with stakeholders who affect a firm's long-term success and survival</li> </ol>	DSC-7 and DSC-8	Industrial visit and data collection Interviews Internships Documentaries	Project works, internships



## **PROGRAMME SPECIFIC OUTCOMES: BA SOCIOLOGY**

- **PSO1:** Demonstrate knowledge of fundamental theoretical approaches and core disciplinary concepts.
- **PSO2:** Understand sociological phenomena, social structures, social institutions, cultural practices, and multiple axes of difference and/or inequality.
- **PSO3:** Understand the Indian society, both the rural and urban communities, and the institutions therein with their complex functioning.
- **PSO4:** Possess knowledge of the history and evolution of the industrial society and its functioning in current times.
- **PSO5:** Develop an ability to use social scientific research methods to address sociological questions and exhibit critical thinking skills in evaluating sociological research, including the background assumptions, appropriateness of methods used and the strength of explanatory evidence.
- **PSO6:** Possess knowledge and analyse various social problems engulfing India and suggest remedies for the same.
- **PSO7:** Demonstrate the ability to use several of the major classical or contemporary perspectives in social theory and apply the same in contemporary society.
- **PSO8:** Understand the current social welfare programmes in India and their importance for the growth and progress of India keeping the vulnerable groups in mind.

**BA**  
**Semester I**

<b>Course 1 Title: Understanding Sociology</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2<sup>1/2</sup> hours</b>
	<b>Summative Assessment Marks: 60</b>

**COURSE OUTCOMES**

C01: Understand the discipline of Sociology

C02: Trace the origin of Sociology

C03: Analyse the relevance of Sociology in contemporary times

C04: Describe the fundamental theoretical approaches

C05: Apply the theories to conceptualize a sociological problem

C06: Understand the specialized branches of Sociology and various career opportunities

C07: Analyse the importance of the specialized branches of Sociology in the global context

C08: Understand the sociological thinking of the founders of Sociology.

C09: Understand the concept of culture

C010: Explain the process of socialization

C011: Apply socialization in the daily social lives

C012: Comprehend the uniqueness of sociological imagination in the study of society

C013: Impart critical thinking to interpret the social scenario.

## **BA Semester I**

### **TITLE: Understanding Sociology**

#### **Course Content:**

#### **Unit –I Foundation of Sociology**

14 Hrs

- a. Definitions, and Scope of Sociology
- b. Emergence of sociology as a discipline – enlightenment, industrial revolution, French revolution, founding fathers.
- c. Importance of the Study of Sociology

#### **Unit–II Sociology as Science**

14Hrs

- a. Branches of Sociology – Sociology of Tourism, Medical Sociology, Sociology of Law, Sociology of Disaster and Social Crisis, Sociology of Social Movements
- b. Sociological Perspectives: Functionalist, Conflict, Symbolic Interactionist, Feminist
- c. Social Construction of Reality; Sociological Eye (Randall Collins), Sociological Imagination (C Wright Mills)

#### **Unit – III Culture and Socialization**

14 Hrs

- a. Characteristics, Elements and Types of Culture
- b. Meaning, Agencies and Importance of Socialization
- c. Theories of Socialization : C.H. Cooley and G.H. Mead

#### **References**

1. Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
2. Bottomore T.B., 1971. Sociology - A guide to problems and literature. Delhi: Blackie and Sons. Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, OUP, New York Corrigan-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada
3. Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York

4. Giddens, A and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India. New Delhi.
5. Goode, William J., 1977. Principles of Sociology. United States of America: McGraw-Hill, Inc. Haralambos, M., 1991. Sociology - Themes and Perspectives. Delhi: Oxford University Press. Horton and Hunt. 1964. Sociology - The Discipline and its Dimensions. Calcutta: New Central Book Agency.
6. Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
7. Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
8. Johnson, Harry M 1995, Sociology - A Systematic Introduction. New Delhi: Allied Publishers.
9. Lemert, Charles. 2012, Social Things: An Introduction to the Sociological Life, Rowman and Little Gield Publishers, Maryland
10. Macionis, John 2018, Sociology. Global Edition, Pearson, England
11. Pais, Richard (Ed.) 2008, Principles of Sociology, Mangalore, Mangala Publications.
12. Tumin Melvin M. 1994. Social Stratification - The forms and functions of inequality, New Delhi: Prentice-Hall of India, Private Ltd.

**BA  
Semester I**

<b>Course 2 Title: Changing Social Institutions in India</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2 1/2 hours</b>
	<b>Summative Assessment Marks: 60</b>

**COURSE OUTCOMES**

- C01. Understand the nature of inequalities in the society
- C02. Learn the dynamics of social groupings and discrimination
- C03. Understand the ideologies behind social stratification and mobility.
- C04. The modes of social improvement people use
- C05. Assess the reservation policy and its implications.
- C06. Learn the nature of social mobility
- C07. Identify the new forms taken by institutions of family and marriage
- C08. Examine the relationship between religion and science

**TITLE: Changing Social Institutions of India**

**Course Content:**

**Unit – 1 Family and Marriage**

14 Hrs

- a) Family - Changing structure of family; changes in size and composition; care giving of children and elderly
- b) Democratization of relationships: between spouses, parent-children; step-parenting
- c) Marriage - changing patterns of marital relations – cohabitation, separation, divorce and remarriage
- d) Changes in age of marriage, regional variations and choice of mate selection

**Unit – 2 Religion and Education**

14 Hrs

- a. Religion: Impact of Science and Secularization
- b. Challenges to religious freedom and state control
- c. Education: types of education - formal and informal;
- d. Education and Employability; Education and Inequality

### **Unit – 3 Economic and Political Institutions**

14 Hrs

- a. Work; Gender division of work and feminization of labour.
- b. Job opportunities and Unemployment; Technology and job insecurity.
- c. Political Institution, Government and State; Democracy in India
- d. Challenges: Militancy, Fundamentalism, Regionalism

### **Reference**

- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Dube, Leela, 1974. Sociology of Kinship: An Analytical survey of Literature Bombay: Popular Prakashan.
- Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Gisbert P. 1973. Fundamentals of Sociology. Bombay: Orient Longman.
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
- Harlambos, M and R M Herald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
- Harry M. Johnson, 1988. Sociology - A Systematic Introduction. New Delhi: Allied Publishers Pvt. Ltd.
- Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
- Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
- Kuppuswamy B. 1982. 'Social Change in India', New Delhi: Vikas Publishing House Private Limited.
- Madan G.R. 1976. Social Change and Problems of development in India. New Delhi: Oxford University Press.
- Madan T.N. (ed), 1985. Religion in India, New Delhi: Oxford University Press.
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
- Pais, Richard (Ed.) 2008, Social Institutions and Social Change, Mangalore, Mangala Publications.
- Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi
- Wach, Joachim, 1944. Sociology of Religion. Chicago: The University of Chicago Press.
- Worsley, Peter (ed), 1992. The New Introduction to Sociology. London: Penguin Books.
- Young, Kimbal & Mack R.W. 1969. Systematic Sociology. New Delhi: Eurasia Publication House

**BA Semester I**  
**B.A. Semester I-Open Elective**

<b>Course Title: Indian Society: Continuity and Change</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2 1/2 hours</b>
	<b>Summative Assessment Marks: 60</b>

**Course Outcomes:**

- C01. Understand social issues and problems of contemporary India.
- C02. Change agents - governmental and non-governmental organizations.
- C03. Structural linkages and interrelationships of social issues.
- C04. Emerging social issues and problems of contemporary India
- C05. Sociological understanding of issues and problems
- C06. Empower to deal with issues and problems
- C07. Better understanding of their own situation and region.

**TITLE: Indian Society: Continuity and Change**

**Course Content:**

**Unit – 1 Social Change in India** 14 Hrs

- a. Nature of Change in Indian Society
- b. Changing Social Institutions: Family, Caste, Polity and Economy
- c. Rural-Urban links: Infrastructure, Education, Health

**Unit – 2 Social Movements for Social Justice** 14 Hrs

- a. Backward Classes and Dalit Movements
- b. New Social Movements: LGBTQ and Anticorruption Movements
- c. Women empowerment movements

### **Unit – 3 India in the Globalisation Era**

14 Hrs

- a. Impact on Food Habits, Language, Ideas and Life Styles
- b. Changing Social Values: Impact on Youth and their World View
- c. Impact on Family Relationships and norms

### **References**

- Ahuja, Ram 1993, Indian Social System, Rawat Publications, Jaipur
- Allen, Douglas (ed.). 1991. Religion and Political Conflict in South Asia, West Port Conn: Connecticut University Press.
- Ambedkar, B R 1948, The Untouchable: Who are they and Why they become Untouchable? Amrith Book Co., New Delhi
- Atal, Yogesh. 1979. The Changing Frontiers of Caste. National Publishing House: Delhi.
- Berremman, G.D. 1979. Caste and Other Inequalities: Essays in Inequality. Meerut: Folklore Institute.
- Beteille, Andre. 1971. Caste, Class and power. Berkeley: University of California.
- Betteille, Andre. 1974. Social Inequality, New Delhi: Oxford University Press.
- Betteille, Andre. 1992. Backward Classes in Contemporary India. New Delhi: Oxford University Press.
- Das, Veena 2004, Handbook of Indian Sociology, Oxford University Press, New Delhi.
- Dube, Leela. 1997. Women and Kinship, Comparative Perspectives on Gender Southern South Asia.
- Dube, S C 1991, Indian Society, National Book Trust, New Delhi
- Kapadia, K.M. 1981. Marriage and Family in India. Oxford University Press.
- Michael. S.M. 1999. Dalits and Modern India; visions and values.
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
- Shah, A M 1973, The Household Dimension of Family in India, Orient Longman, New Delhi
- Singer, Milton & Cohen, Bernards. 1996. Structure and change in Indian Society. Rawat: Jaipur.
- Singh, Yogendra 1984, Moodernisation of Indian Tradition, Rawat Publications, Jaipur
- Srinivas, M N 1962, Caste in Modern India and Other Essays, Asia Publishing House, Bombay
- Srinivas, M N 1992, Social Change in Modern India, Orient Longman, New Delhi



**BA**  
**SemesterII**

<b>Course3Title: Foundations of Sociological Theory</b>	
<b>TotalContactHours:42</b>	<b>CourseCredits:3</b>
<b>FormativeAssessmentMarks: 4 0</b>	<b>DurationofESA/Exam: 2<sup>1/2</sup>hours</b>
	<b>SummativeAssessmentMarks:60</b>

**COURSE OUTCOME:**

- C01. Understand the emergence of Sociology.
- C02. Know the foundations of Sociology.
- C03. Understand the contributions of early sociologists.
- C04. Impart critical thinking
- C05. Inculcate analytical ability to interpret the social scenario.
- C06. Understand the forces in the rise of sociological theory.
- C07. Understand the concepts of early sociologists

**TITLE: Foundations of Sociological Theory**

**Course Content:**

**Unit – 1 Auguste Comte and Herbert Spencer** 14 Hrs

- a. Intellectual Context; Positivism,
- b. Law of Three Stages, Classification of Sciences
- c. Theory of Social Evolution, Organic Analogy, d. Types of Society

**Unit – 2 Karl Marx and Georg Simmel** 14 Hrs

- a. Dialectical Materialism, Economic Determinism,
- b. Class Struggle, Alienation c. Formal Sociology, Theory of Sociation,
- c. Theory of Conflict

**Unit - 3 Emile Durkheim and Max Weber** 14 Hrs

- a. Social Facts, Division of Labour in Society,
- b. Suicide, Sociology of Religion
- c. Social Action and types; Ideal Types, Protestant Ethics and Spirit of Capitalism
- d. Bureaucracy, Types of Authority

## References

- Berger, P L 1963, *Invitation to Sociology: A Humanistic Perspective*, Doubleday, Garden City, N.Y
- Abraham, J.H., 1974. *Origin and Growth of Sociology*, London: Pelican books.
- Aron, Raymond. 1965 – 1967: *Main Currents in Sociological Thought*, Vol.1 and II, Penguin, Chapters on Marx, Durkheim and Weber.
- Barnes, H.E. 1980. *An Introduction to the History of Sociology*, University of Chicago Press, Chicago.
- Bogardus, E. 1969. *The Development of Social Thought*, Vakils, Feffer and Simon's, Bombay.
- Corrigan-Brown, Catherine 2020, *Imagining Sociology: An Introduction with Readings*, 2nd Edition, Oxford University Press, Canada.
- Coser, Lewis A 2002, *Masters of Sociological Thought: Ideas in Historical and Social Context*, Rawat Publications, Jaipur
- Ferrante, Joan 2013, *Seeing Sociology: An Introduction*, 3rd Edition, Cengage Learning, USA
- Ferris, Kerry and Jill Stein, 2018, *The Real World: An Introduction to Sociology*, 6th Edition, W W Norton, New York
- Giddens, Anthony and Philip W Sutton, 2013, *Sociology*, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Haralambos, M and R M Heald, 1980, *Sociology: Themes and Perspectives*, Oxford University Press, Delhi
- Hughes, John A., Martin, Peter, J. and Sharrock, W.W. 1965 : *Understanding Classical Sociology – Marx, Weber and Durkheim*, London : Sage.
- Inkeles, Alex 1987, *What is Sociology?* Prentice-Hall of India, New Delhi
- Jayaram, N 1989, *Sociology - Methods and Theories*, Macmillan India Ltd. Bangalore
- Morrison, Ken 1995, *Marx, Durkheim, Weber: Formation of Modern Social Thought*, Sage Publications, London
- Nisbet. 1966. *The Sociological Tradition*. Heinemann Educational Books Ltd., London.
- Swingwood, A. 1984. *A Short History of Sociological Thought*, Macmillan, Hong Kong.
- Zeitlin, Irvin. 1981. *Ideology and the Development Sociological Theory*. Prentice Hall.
- Zeitlin, Irving M 1998, *Rethinking Sociology: A Critique of Contemporary Theory*, Rawat Publications, Jaipur

**BA**  
**SemesterII**

<b>Course 3 Title: Sociology of Rural Life in India</b>	
<b>TotalContactHours:42</b>	<b>CourseCredits:3</b>
<b>FormativeAssessmentMarks: 40</b>	<b>DurationofESA/Exam: 2<sup>1/2</sup>hours</b>
	<b>SummativeAssessmentMarks:60</b>

**COURSE OUTCOME:**

- C01. Analyze rural problems in India
- C02. Knowledge of rural governance.
- C03. Skills to reconstruct rural institutions and rural development.
- C04. Sociological understanding of society in India
- C05. Basic concepts in rural studies
- C06. Development programmes to plan, monitor and evaluate.
- C07. Understanding of the linkages between urban and rural reality

**TITLE: Sociology of Rural Life in India**

**Course Content:**

**Unit – 1 Rural and Agrarian Social Structure** 14 Hrs

- a) Social Construction of Rural Societies: Myth and Reality (M N Srinivas)
- b) Agrarian Social Structure: Land Tenure Systems(Colonial Period); Indian Land Reform Laws (Post-Independence)
- c) Commercialization of Agriculture and Commodification of Land

**Unit - 2. Rural Society in India** 14 Hrs

- a) Rural Caste and Class Structure
- b) Panchayat Raj System and Rural Politics
- c) Actors in Market - Trading Castes, Role of Intermediaries and Weekly Fairs

### **Unit – 3 Rural Development**

14 Hrs

- a. Induced Intervention: PURA, MGNREGA, Water and Land Development Efforts
- b. Challenges to Sustainable Rural Development: Casteism, Factional Politics,
- c. Natural Calamities (Droughts and Floods).

### **References**

Desai, A R 1977, Rural Sociology in India, Bombay: Popular Prakashan.

Doshi S.L. and P.C. Jain. 1999. Rural Sociology, Jaipur, Rawat.

Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich

Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad

Punit, A.E. 1978. Social Systems in Rural India, Delhi, Sterling.

Singh, Katar 2009 Rural Development: Principles, Policies and Management, Sage Publications, New Delhi

Singh, Yogendra. 1977. Social Stratification and Change in India, Manohar, New Delhi.

Sorokin, P. and Other (Eds.). 1965. Systematic Source Book in Rural Sociology, New York: Russell and Russell.

Srinivas, M N 1960, The Myth of Self-Sufficiency of Indian Village, Economic Weekly, September 10, Pp.1375-78 (<https://www.epw.in>)

Srinivas, M.N. 1962. Caste in Modern India and Other Essays, Asia Publishing House, Bombay.

## OPEN ELECTIVE PAPERS - PEDOGOGY

Sem	Title /NameoftheCourse	Programoutcomes thatthe courseaddresses (notmorethan3percourse)	Pre- requisitecours e(s)	Pedagogy##	Assessment\$
1	Indian Society:Continuity andChange	<ol style="list-style-type: none"> <li>1. Analyse thenature anddirection ofchange in Indiansociety, basicallyfromtraditionaltomod ernity ofSocialInstitutions</li> <li>2. Understand theIndicators ofchange andparticipation indemocraticprocess</li> <li>3. Examine thechangingconditions ofsocially excludedgroups throughmovement forsocialjustice</li> <li>4. Tocriticallylookat the two waystreet ofglobalisation andits impact onIndian society andcommunicate inclearterms</li> <li>5. Communicatecriticalobservati ons withclarity</li> </ol>	10+2 or PUC	Experientiallearning(a ctivity-basedlearning) Open forum discussion Movie reviews Documentaries	Oralorwrittenpresenta tionsto assessanalyzingcapabi lity,creativity andcommunicationnsk ills

2	Society Through Gender Lens	1. Understand the role of socialisation as a constructor of gender roles and status	DSC-1 and DSC-2	Role Play Group discussion Micro projects Movie screening Open discussions Debates Documentaries Ted talks Role plays	Ability to analyse a social situation with in the framework of theory
		2. Appreciate the role of defining one's self identity in terms of gender  3. Identify the gender bias and discrimination present in everyday social structure			Assess the relevance of a theory in contemporary terms
		4. Take informed decisions about addressing gender justice issues			

## B.A.SemesterII-OpenElective

<b>CourseTitle:SocietyThroughGenderLens</b>	
<b>TotalContactHours: 42</b>	<b>CourseCredits:3</b>
<b>FormativeAssessmentMarks:40</b>	<b>DurationofESA/Exam: 2<sup>1/2</sup>hours</b>
<b>ModelSyllabusAuthors:</b>	<b>SummativeAssessmentMarks: 60</b>

### Course Outcomes:

- C01. Understand gender determination and gender roles.
- C02. Analyse gendered nature of major social institutions
- C03. Understand the challenges to gender inequality
- C04. Theories of gender relation in Indian society.
- C05. Gender as a category of social analysis.
- C06. Basic concepts of gender and gender inequality
- C07. Gendered nature of major social institutions
- C08. Social construction of gender and gender roles
- C09. Identify gender bias and discrimination in everyday social interaction

### TITLE: Society through Gender Lens

#### Course Content:

#### Unit – 1 Social Construction of Gender 14 Hrs

- a. Gender and Sex, Gender Relations, GenderDiscrimination, Gender Division of Labour
- b. Gender Equality, Androgyny andGender Sensitivity
- c. Representation of Women and inclusion of Third Gender.

#### Unit – 2 Gender and Violence 14 Hrs

- a. Media presentation and Political representation
- b. Education, Employment and Health, Sexual Harassment at Work Place
- c. Domestic Violence, Dowry, Rape, Honor-Killing, Cyber Crimes

#### Unit-3 Addressing Gender Justice 14 Hrs

- a. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- b. 73rd and 74th Constitutional Amendment and Women Empowerment
- c. Legal measures

## References:

- Ahlawat, Neerja. 2002. "Empowering Women –Challenges before Women's Organizations" *Guru Nanak Journal of Sociology*, Amritsar. Vol 23 (2)
- Ahlawat, Neerja. 2005. "Domestic Violence against Women: Emerging concerns in Rural Haryana" *SocialAction* Vol 55(4)
- Boserup E. 1979. *Women's Role in Economic Development* New York. St. Martins Press.
- Bowles, Gloria and Renate, D, Klein (Eds). 1983. *Theories of Women's Studies*. Routledge and Kegan Paul : London & New York.
- Chanana, Karuna. 1988. *Socialization, Women and Education: Exploration in Gender Identity*, New Delhi: Orient Longman.
- Desai, Neera and M. Krishnaraj. 1987. *Women and Society in India*, Delhi: Ajanta Publication.
- DeSouza, Alfred. 1980. *Women in Contemporary India and South Asia*, Manohar Publications, New Delhi.
- Dube, Leela and Rajni Parliwal. 1990. *Structures and Strategies: Women, Work and Family*, New Delhi: Sage Publication.
- Giddens, Anthony and Philip W Sutton, 2013, *Sociology*, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, *Spouse Abusal in India: A Regional Scenario*, GRIN Publishing, Munich
- Harlambos, M and R M Heald, 1980, *Sociology: Themes and Perspectives*, OxfordUniversity Press, Delhi
- John, Mary E. 2008. *Women's Studies in India-A Reader*, New Delhi: Penguin India.
- Krishnaraj, M and Karuna Chanana. 1989. *Gender and Household Domain: Social and Cultural Dimension, Women in Household in Asia-4*, New Delhi: Sage.
- Krishnaraj, Maithreyi (ed.). 1986. *Women's Studies in India: Some Perspectives* Popular Prakashan, Bombay.
- Mies, Maria. 1980. *Indian Women and Patriarchy*, New Delhi: Vikas Publication.
- Purushotham, Sangeetha. 1998. *Empowerment of Women at the Grassroots*, Sage, New Delhi.
- Rege, Shamila (ed). 2003. *Sociology of Gender*, Sage Publications. New Delhi.
- Vyas, Anju. 1993. *Women's Studies in India: Information Sources, Services and Programmes*. Sage Publications, New Delhi



### Semester III

<b>Course 5 Title: Social Stratification and Mobility</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2<sup>1/2</sup> hours</b>
	<b>Summative Assessment Marks: 60</b>

**TITLE: Social Stratification and Mobility**

**COURSE OUTCOME:**

- C01. Understand the meaning of social stratification
- C02. Examine forms of stratification, understand the relevance of caste, class and estate in contemporary world.
- C03. Inculcate a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
- C04. Identify different perspectives on stratification
- C05. Analyse social mobility and changing patterns in India

**Unit 1 – Stratification: Features and Forms**

**14 hours**

- a. Five Basic Characteristics of Stratification
- b. Forms of stratification: Caste, Class, Estate
- c. Dimensions of Social Stratification: Income and Wealth, Power, Occupation and Schooling

**Unit 2 – Perspectives on Stratification**

**14 hours**

- a. Functionalist perspective: K. Davis and W. Moore, M. Tumin
- b. Conflict Perspective: Karl Marx
- c. Weberian Perspective: Class, Status and Power

**Unit 3 – Social Mobility**

**14 hours**

- a. Meaning and Forms of Social Mobility – horizontal mobility, vertical mobility, intergenerational mobility and intragenerational mobility
- b. Rise of Middle Class – Role of education and occupation
- c. Mobility in Caste in Contemporary India

## References

1. Bailey F G 'Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124
2. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
3. Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
4. Bilton, Tony, et al. (1987). *Introductory Sociology*, London:,Mac Millan
5. Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246- 258
6. Buchmann, Claudia and Thomas DiPrete. 2006. "The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement" *American Sociological Review* 71: 515–541.
7. Collins, Patrica Hill. 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993), pp. 25-45
8. Corak, Miles. 2013. Income Inequality, Equality of Opportunity, and Intergenerational Mobility. *Journal of Economic Perspectives*, 27 (3): 79-102.
9. Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953),pp. 394-397
10. Erikson, Robert and John H. Goldthorpe. 1993. Cap 11. Conclusions, Pp. 365-379; 389-397 in *The Constant Flux: A Study of Class Mobility in Industrial Societies*. Oxford: Clarendon Press.
11. Giddens, Anthony. (1990). *Sociology*, Cambridge: Polity Press
12. Gupta, Dipankar. (1991). *Social Stratification*, New Delhi: Oxford University Press
13. Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223
14. Kao, Grace and Marta Tienda. 1995. "Optimism and Achievement: The Educational Performance of Immigrant Youth." *Social Science Quarterly* 76(1):1-19.

15. McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
16. Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122
17. Mitnik, Pablo A., Erin Cumberworth, and David B. Grusky. 2016. "Social Mobility in a High Inequality Regime." *The ANNALS of the American Academy of Political and Social Science* 663:140- 184.
18. Nauck, Bernhard 2019, Ethnic inequality in educational attainment, in Becker, R (eds). *Research Handbook on the Sociology of Education*, Edward Elgar.
19. Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963), pp. 805-808
20. Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56
21. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394
22. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180–195
23. Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

### Semester III

Course 6 Title: Sociology of Urban Life in India	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 <sup>1/2</sup> hours
	Summative Assessment Marks: 60

**TITLE: Sociology of Urban Life in India**

#### **COURSE OUTCOME:**

C01 Understand urban sociology and the changing structure

C02 Acquaint with various perspectives on urban sociology

C03 Exposure to urban policies and planning

#### **Unit 1 – Introducing Urban Sociology** **14 hours**

- a. Meaning of Urban Sociology and its importance; A Brief History of Urban Sociology
- b. Meaning of Urban, Urbanism and the City, Types of City – Metropolitan, Mega city and Global city
- c. Urbanization, Rural-Urban Continuum, Suburb, Urban Sprawl

#### **Unit 2 –Perspectives on Urban Sociology** **14 hours**

- a. Ecological Theory – Chicago School
- b. World and Global Cities – Saskia Sassen
- c. Spaces of Flows – Manuel Castells

#### **Unit 3 - Urban Policies** **14 hours**

- a. Inequalities – Caste, Class, Gated Communities and Social Exclusion
- b. Urban Governance – 74<sup>th</sup> Amendment
- c. Urban Planning and Importance

#### **References**

- Ahuja, R. (2014) *Social Problems in India(third edition)*. Jaipur: Rawat Publications.
- Desai, A.R. and S.D.Pillai(Eds) (1970)*Slums and Urbanisation*. Bombay: PopularPrakashan.
- De Souza, A.(Ed.) (1978)*The Indian City*. New Delhi: Manohar Publications.
- Jayapalan, N. (2002) *Urban Sociology*. New Delhi: Atlantic Publishers.
- Rao, M. S. A. (Ed.) (1992) *Urban Sociology in India*. New Delhi: Orient Longman.
- Rao, M.S.A., C. Bhat and K. L. Narayan (Eds) (1991)*A Reader in Urban Sociology*.New Delhi: Orient Longman.
- Sharma, R.N. (1993)*Urban Society*. New Delhi: Surjeet Publications.
- Thudipara, J.(2007). *Urban Community Development(second edition)*. New Delhi: Rawat Publications.

## BA Semester III

### B.A. Semester 3 - Open Elective

<b>Course Title: Sociology of Tourism Management</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2<sup>1/2</sup> hours</b>
	<b>Summative Assessment Marks: 60</b>

#### **COURSE OUTCOMES:**

- C01. Basic knowledge on tourism, culture and tourist
- C02. Understand social aspects of tourism
- C03. Understanding tourism as a socio-economic force in social development.
- C04. Understanding cultural differences and respect for others culture.
- C05. Analyze tourism management and its changing trends

#### **TITLE: Sociology of Tourism Management**

##### **Course Content:**

#### **Unit 1 – Sociology, Tourism and Tourist 14 hours**

- a. Definition of Sociology, Culture and Tourism; Tourist Gaze, Relationship between Tourism, Leisure and Recreation
- b. Sociology of Tourism
- c. Types of Tourism – Cultural, Health, Religious, Sports, Educational, Eco-Tourism

#### **Unit 2 – Tourism System 14 hours**

- a. Development and Structure of the Tourist System, Motivation and Role of Tourist
- b. Impact of Tourism on Host Place – Socio-economic, Climate and Environmental Tourism and Locals
- c. Sustainable Tourism and Sustainability of Tourism

#### **Unit 3 - Tourism Management 14 hours**

- a. Demand for Tourism at Individual and Market Level; Tourism Consumer Behaviour – Accommodation, Transportation, Role of Intermediaries
- b. Marketing for Tourism; Tourism as a Service Industry – Product, Price, Promotion and Place
- c. Information Technology and Tourism; ICT as a business tool, e-Tourism

## References

1. Apostolopoulos, Y., Leivadi, S & Yiannakis, A., (eds.) 2000, The Sociology of Tourism: Theoretical and Empirical Investigations, London: Routledge.
2. Archer, B.H., 1973. The Impact of Domestic Tourism, Cardiff University of Wales Press,
3. Basawaraj, Gulshetty. 2016. Sociology of Leisure and Tourism Study Lambert publication
4. Bezbaruah, M.P., 1999. "Tourism - Current Scenario and Future Prospects", Yojana, Vol.43.
5. Bhatia, A.K., 2003. Tourism Development, Principles and Practices, New Delhi: Sterling Publishers Pvt. Ltd.
6. Brahmanan, E.B., 1998. Travel and Tourism as a Career, Vol.37, .11.
7. Brij, Bhardwaj, 1999. "Infrastructure for Tourism Growth", Yojana, Vol.43.
8. Chib, S.N., 1981. Perspectives on Indian Tourism-I, Vol.77, .19. -11, Vol.77, .20
9. Chib, Som, N., 1981. Perspectives of Tourism in India, Sardar Patel Memorial Lectures, Publications Division, Government of India,
10. Cohen, Erik 1984. The sociology of tourism: approaches, issues, and findings. Annual Review of Sociology 10:373-392.
11. Dharma Rajan, S., 1999. "Tourism - An Instrument for Development", Yojana, Vol.43, .8.
12. Jacobsen, Jens Kr. Steen. 2000. Anti-tourist attitudes. Annuals of Tourism Research.
13. Kaul, R.N., 1987. Dynamics of Tourism, New Delhi: a Trilog K. Publication Pvt, Ltd.
14. Krishna K. Karma and Mohinder Chandra (2000) Basic of Tourism: Theory, Operation and Practise. Kanishka Publisher, New Delhi.
15. Lajpathi Rai, H., 1993. Development of Tourism in India, Rupa Books Pvt., Ltd.
16. Mac Cannell D. (1976) The tourist. A new theory of leisure class.
17. Selvaferi, M., 1989. Tourism Industry in India, Bombay. Himalaya Publishing House.
18. Sharma, K.C., 1996. Tourism Policy Planning Strategy, Jaipur. Pointer Publishers.
19. Smith, Melanie, Nicola Macleod and Margaret Hart Robertson (2001) Sociological of Tourism. Routledge London USA.
20. Wang N. (2000) Tourism and modernity – A sociological analysis. Oxford Pergamon Press.

## Semester IV

<b>Course 7 Title: Sociology of Marginalised Groups</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2<sup>1/2</sup> hours</b>
	<b>Summative Assessment Marks: 60</b>

### **TITLE: Sociology of Marginalised Groups**

#### **Course Outcome:**

- C01. Focus on the neglected segments of the population
- C02. Sociological study on causes of marginalization
- C03. Knowledge on communities in extreme poverty, deprivation and discrimination
- C04. Enable to locate marginality of major communities which is deeply embedded in Indian social structure
- C06. Understand nature of emerging global social exclusion and social change

#### **Unit – I: Introduction**

**14 hours**

- a. Marginalization – Nature, Types of Marginalization – Social, Political and Economic Marginalization and Social Exclusion
- b. Causes of Marginalization, Marginalized groups – Caste, Gender, PWD, Religious minorities, Tribes and Elderly
- c. Socio-Economic Indices of Marginalization: Poverty, Relative deprivation, Exploitation, Discrimination and Educational Backwardness

#### **Unit – 2: Marginalization and Affirmative Action**

**14 hours**

- a. Views of Dr B. R. Ambedkar and Affirmative Policies
- b. Constitutional Provisions – Scheduled Castes, Scheduled Tribes, Other Backward Classes and women
- c. Landless Agricultural Labourers and LGBTQ

#### **Unit – 3: Marginalized Groups and Social Change**

**14 hours**

- a. Social Mobility among Marginalized Groups – Education, Employment, Political Participation, Migration and Conversion
- b. Challenges of Privatization
- c. Globalization and Social Justice

## References

- 1) Beteille, Andre (1981): Backward Classes and the New Social Order (Delhi: Oxford University Press)
- 2) Beteille, Andre (1992): The Backward Classes in Contemporary India (Delhi: Oxford University Press)
- 3) Charsley, S. R and G.K. Karanth (1998); Challenging Untouchability (Delhi: Sage)
- 4) Chaudhuri, S.N (1988): Changing Status of Depressed Castes in Contemporary India (Delhi: Daya Publishing House)
- 5) Gore, M.S (1993): The Social Context of and Ideology: The Social and Political Thoughts of Babasaheb Ambedkar (New Delhi: Sage)
- 6) Gupta, Dipankar (1991): Social Stratification (New Delhi: Oxford University Press)
- Jogdand, P.G., 2000 New Economic Policy and Dalits (Jaipur – Rawai)
- 7) Jogdand P.C (1991) Dalit Movement in Maharashtra (New Delhi: Kanak Publication, 1991)
- 8) Mahajan, Gurpreet (1998): Democracy: Difference and Social Justice (New Delhi: Oxford University Press)
- 9) Omvedt, Gail (1995): Dalit Visions The Anti-caste Movement and the Construction of an Indian Identity (New Delhi: Orient Longman)
- 10) Omvedt, Gail (1999): Dalits and the Democratic Revolution (New Delhi: Sage)
- 11) Oommen, T. K (1990): Protest and Change Studies in Social Movements (Delhi: Sage)
- 12) Robb, Peter (1993): Dalit Movements and the Meeting of Labour in India (Delhi: Sage)
- 13) Shah, Chansham (1990): Social Movements in India: A Review of Literature (Delhi: Sage)
- 14) Singh, K.S (1998): The Scheduled Castes (Delhi: Anthropological Survey of India)
- 15) Singh, K.S (1995): The Scheduled Tribes (Delhi: Oxford University Press)
- 16) Western India (Bombay) Scientific Socialist Educationalist Trust (1976)
- 17) Zelliott, Elenor (1995): From Untouchable to Dalit: Essays on the Ambedkar Movement (New Delhi: Manohar).
- 18) Ambedkar, B.R. 1946. Who Were the Shudras? Thacker and Co.Ltd., Bombay.
- 19) Ambedkar, B.R. 1948. The Untouchables : Who are They and Why They Became Untouchables, Amrit Book, New Delhi.
- 20) David E. Newton, (II ed.): Gay and Lesbian Rights: A Reference hand book, Greenwood publishing group.
- 21) Elwin, Verier. 1963. A New Deal for Tribal India.
- 22) Ghurye, G.S. 1969. Caste, Race and Occupation in India, New Delhi. Kamble, M.D. Deprived Caste and Their Struggle for Equality New Delhi, Ashish Publishing House.



- 23) Kananakel, Joshi. 1963. Scheduled Caste and The Struggle Against Inequality, New Delhi, Indian Social Institute.
- 24) Khan , Mumtaz Ali 1980. Scheduled Caste and Their Status in India, New Delhi, Uppal Publishing House. Paisley Currah (ed.): Transgender Rights, The University of Minnesota Press.
- 25) Patnaik, N. 1972. Tribes and Their Development, Hyderabad, Hyderabad Institute of CommUnity Development.
- 26) Prakash, Nirupama. 1989. Scheduled Castes and Socio-Economic Changes, Allahabad : Chugh Publications.
- 27) Ranjeet, Guha. Subaltern's Studies 2 Vols, Oxford, OUP.
- 28) Richard Peddicord, O.P. Sheed and Ward. Gay and Lesbian Rights: A Question Sexual Ethics or Social Justice. Vasant, Moon. Dr. Babasaheb Ambedkar, Writings and Speeches Vol. 1-14, Government of Maharastra Publication

## Semester IV

<b>Course 8 Title: Population and Society</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2<sup>1/2</sup> hours</b>
	<b>Summative Assessment Marks: 60</b>

### **TITLE: Population and Society**

#### **COURSE OUTCOME:**

C01: Understand population and society

C02: Acquaint with the global population trends

C03: Knowledge of sources of demographic data

C04: Analyse population as a constraint and development for society and examine the theories, policy and programmes

#### **Unit 1: Introduction**

**14 hours**

- Relationship between Population and Society
- Global Population Trends – Role of Fertility, Mortality and Migration, Demographic Profile of India (Composition)
- Age and Sex Structure – Socio-economic impact, Demographic Dividend

#### **Unit 2: Sources of Demographic Data**

- Population Census – Uses and Limitations, Indian Census
- Vital Registration System
- National Sample Survey, Sample Registration System, National Family Health Survey

#### **Unit 3: Population Theories and Policy**

**14 hours**

- Population Theories – Malthusian Theory, Optimum Theory, Demographic Transition Theory
- Population Policy of India – Programmes and Evaluation
- Justification of Population Policy – Socio-cultural, ethical and political issues; World Population Conferences (Bucharest 1974, Mexico 1984, Cairo 1994)

#### **REFERENCES**

- Weeks, John R., 2005, Population: An Introduction to Concepts and Issues, Belmont, California: Wodsworth Publishing Company.
- Bose, Ashish, 1998, Demography Diversity in India, Delhi: B.R. Publication.
- Bose, Ashish, et.al. (ed.), 1970, Studies in Demography, London: Allen & Unwin.
- Halbwachs, M., 1960, Population and Society: Introduction to Social Morphology, Glencoe: Free Press.
- Haq, Ehsanul, 2007, Sociology of Population in India, New Delhi: Macmillan India Ltd.

6. Jackson, J.A. (ed.), 1969, Migration: A Sociological Study, Cambridge: Cambridge University Press.
7. Premi, M.K., et.al. , 1993, An Introduction to Social Demography, Delhi: Vikas Publication.
8. Singh, J.P., (ed.), 1998, Studies in Social Demography, New Delhi: M.D. Publications.
9. Bhende, Asha, A. & Tara Kanitkar, 1994, Principles of Population Studies, Bombay: Himalayan Publishing House.
10. Heer, David M., 1975, Society and Population, Englewood Cliffs, Prentice Hall.
11. Mukherjee, Ramkrishna, 1976, Family and Planning in India, New Delhi: Orient Longman.
12. Visaria, L. & P. Visaria, 1996, Prospective Population Growth and Policy Options for India, 1991-2101, New York: The Population Council.
13. Rao, M.S.A, 1986, Studies in Migration: Internal and International Migration in India, New Delhi: Manohar Publications.
14. Sharma, A.K., 1985, Social Inequality and Demographic Process, Delhi: Mittal Publication.
15. Haq, Ehsanul and Singh, S.K. (eds.), 2006, Population and Sustainable Development in India, New Delhi: Authors Press.
16. D'Souza, Victor S., 1985, Economic Development, Social Structure and Population Growth, New Delhi: Sage Publication.
17. Minujin, Alberto and Nandy, Shailen (eds.), 2012, Global Child Poverty and Well-Being: Measurement, Concepts, Policy and Action, Chicago: The Policy Press.

## BA Semester IV

### B.A. Semester 4 - Open Elective

<b>Course Title: Sociology of Leisure</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2<sup>1/2</sup> hours</b>
	<b>Summative Assessment Marks: 60</b>

#### **COURSE OUTCOMES:**

- C01. Knowledge of leisure and its types
- C02. Analyse constraints on leisure participation
- C03. Familiarize with commodification of leisure

#### **TITLE: Sociology of Leisure**

#### **COURSE CONTENT:**

##### **Unit 1 – Introduction**

**14 hours**

- a. Definition of Leisure and its Attributes; Need for the Study of Leisure as Social Activity
- b. Leisure, Recreation, Play, Pleasure and Leisure Identity; Leisure – Work and Post Work
- c. Types of Leisure – Serious, Casual, Post Modern, Therapeutic

##### **Unit 2 – Constraints on Leisure Participation**

**14 hours**

- a. Class Inequality and Exclusion from Leisure Participation
- b. Leisure Participation and Gender Relation – Leisure and Beauty System
- c. Leisure Participation – Age and Disability

##### **Unit 3 – Commodification of Leisure**

**14 hours**

- a. Cinema, OTTs, Reality TV
- b. Leisure and sports – Adding Leisure Values like Branded Goods; Malls and Areas of Leisure
- c. Social Media as a Leisure Activity – Role in Identity Building

## References

- Abbott, Lewis F. *Theories of the Labour Market and Employment: A Review*, ISR/Google Books, 2013,2020. Chapter 6, "Educational, Family and Leisure Influences".
- Bennet M. Bergero, "The Sociology of Leisure: Some Suggestions," *Industrial Relations: A Journal of Economy and Society*, vol. 1, issue 2, May 2008, pp. 31–45.
- Tony Blackshaw, *Leisure Life: Myth, Masculinity and Modernity*, Routledge, 2003.
- József Böröcz, "Leisure Migration. A Sociological Study on Tourism." Elsevier Science, 1996.
- Neil H. Cheek, Jr., "Toward a Sociology of Not-Work," *The Pacific Sociological Review*, vol. 14, no. 3, July 1971, pp. 245–258.
- C. Critcher, Peter Bramham, Alan Tomlinson, *Sociology of Leisure: A Reader*, Taylor & Francis, 1995.
- Joffre Dumazedier, *Sociology of Leisure*, Elsevier Scientific Publishing Company, 1974.
- Joffre Dumazedier, *Towards a Sociology of Leisure*, Macmillan, 1967.
- John R. Kelly, "Counterpoints in the Sociology of Leisure," *Leisure Sciences*, vol. 14, issue 3, 1992, pp. 247–53.
- John Robert Kelly, Geoffrey Godbey, *The Sociology of Leisure*, Venture Pub., 1992.
- Stanley R. Parker, *Leisure and Work*, Allen & Unwin, 1985.
- Orlov Alexandr S. *The Sociology of Recreation*, Nauka, Moscow, 1995.
- Gilles Pronovost, *The Sociology of Leisure. Trend Report*, Sage Publications, 1998.
- Rhona Rapoport and Robert N. Rapoport, "Four Themes in the Sociology of Leisure," *The British Journal of Sociology*, vol. 25, no. 2, June 1974, pp. 215–29.
- Kenneth Roberts, *Leisure in Contemporary Society*, CABI, 2006.
- Chris Rojek, "Leisure and Tourism," in Craig J. Calhoun, Chris Rojek, Bryan S. Turner, eds., *The Sage Handbook of Sociology*, SAGE, 2005.
- Chris Rojek, *Decentring Leisure: Rethinking Leisure Theory*, SAGE, 1995.
- Snape, R. and Pussard, H. 'Theorisations of Leisure in Interwar Britain' *Leisure Studies*, 2013, 32 (1) pp. 1–18.

- Stebbins, Robert A. "Serious Leisure: A Perspective for Our Time." New Brunswick, NJ: Transaction, 2007 (paperback edition with new Preface, 2015).
- Stebbins, Robert A. "The Idea of Leisure: First Principles." New Brunswick, NJ: Transaction, 2012.
- The Marx-Engels Reader. New York : Norton, 1978. Print.
- Craig, L., & Brown, J. E. (2014). Weekend work and leisure time with family and friends: Who misses out? *Journal of Marriage and Family*, 76(4), 710–727.
- Corbalán, J, et al. "Health and Cinema. Healthy Leisure Profile." *Personality and Individual Differences*, vol. 60, 2014, p. S58.
- Collins, Michael, F., *Sport and Social Exclusion*, London, Routledge.
- Eichberg, Hennig, *Body Cultures: Essays on Sport, Space and Identity*,
- Harris, David, 2005, *Key Concepts in Leisure Studies*, London, Sage Publications.
- Horner, Susan and J. Swarbrooke, 2005, *Leisure Marketing: A Global Perspective*, London, Elsevier
- Butterworth-Heinemann. Kraus, Richard, G., 1998, *Recreation and Leisure in Modern Society*,
- Sadbury, MA, Jones & Bartlett Publishers, Inc. Urry, John, 1990, *The Tourist Gaze: Leisure and Travel in Contemporary Societies*, London, Sage.

## Semester V

<b>Course 9 Title: Social Entrepreneurship</b>	
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2<sup>1/2</sup> hours</b>
	<b>Summative Assessment Marks: 60</b>

**TITLE: Social Entrepreneurship**

### **COURSE OUTCOME:**

CO1. To provide knowledge about social entrepreneurship

CO2. To help to develop social entrepreneurship imagination

CO3. To help them to start their own social enterprise or not for profit startup as well as act innovative in the already working organization

### **Unit I – Fundamentals of Social Entrepreneurship 15 hours**

- a) Social entrepreneurship: Meaning, Features and Relevance
- b) Social Business: Meaning; Relationship and Difference between Social Entrepreneurship and Social Business
- c) Typology of Entrepreneurship Ventures; Identifying social business opportunities

### **Unit II: Establishment of Non-Profit Organisations 15 hours**

- a) Concept, meaning, Objectives and establishment of Non-Profit organizations (NPOs/NGOs)
- b) Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs
- c) Social Values of NPOs: Mission and Vision; Memorandum of Association (MoA) and Bye-Laws

### **Unit III – Management and Financing**

**15 hours**

- a. Human Resource Management: Staffing Plan, Social Security of Workers: provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme
- b. Project Management: Meaning; Identification of Project; Proposal Development: Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal
- c. Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation

### **Unit IV – Case Studies**

**15 hours**

- a. Women Empowerment: Ela Bhatt, Sumita Ghose
- b. Sanitation: Bindeshwar Pathak
- c. Study the functioning of a local NPO/NGO; present the findings in a seminar and submit a report (For example areas of Sanitation, Rural Development, Women Empowerment)

### **References :**

- a) Bornestein, David 2007 How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press.
- b) Carlson, Eric J and James Koch, 2018, Building a Successful Social Venture: A Guide for Social Entrepreneurs, Berrett-Koehler Publishers Inc, California.
- c) Dees, Gregory and Others 2002 Enterprising Non Profits - A Toolkit for Social Entrepreneurs, John Wiley and Sons.
- d) Drucker, Peter 1990 Managing the Non Profits Organisations: Practices and Principles, Harper Collins.
- e) Durieux, Mark B. And R A Stebbins 2010, Social Entrepreneurhsip for Dummies, Wiley Publishing Inc., New Jersey.
- f) Hoggard, S 2005 The Business Idea, Springer, Berlin Lynch.
- g) Kevin and Julius Walls Jr. 2009, Mission Inc.: The Practitioner's Guide to Social Enterprise, Berrett-Koehler Publishers Inc, California.
- h) Mohanty, S K 2005, Fundamentals of Entrepreneurship, Eastern Economy Edition, Prentice-Hall India, Delhi.



- i) Next, Heidi and Others, 2019, Entrepreneurship: Practice and Mindset, Sage Publications, Delhi.
- j) Nicholls, Alex 2006 Social Entrepreneurship: New Models of Sustainable Change, Oxford University Press.
- k) Praszkie, Ryszard and Andrzej Nowak, 2011, Social Entrepreneurship: Theory and Practice, Cambridge University Press, Delhi.
- l) Ruef, Martin 2007, Sociology of Entrepreneurship, Emerald Publishing Limited.
- m) Sawang, Sukanlaya 2020 Entrepreneurship Education: A Lifelong Learning Approach, Springer.
- n) Sharma, Sangeetha 2016 Entrepreneurship Development, Eastern Economy Edition, Prentice-Hall India, Delhi.
- o) Sunder, Pushpa 2013 Business and Community: The Story of Corporate Social Responsibility in India, Sage.
- p) Swedberg, Richard (Ed) 2000, Entrepreneurship: The Social Science View, Oxford University Press, London.

## BA Semester V

<b>Course 10 Title: Tribal Society</b>	
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2½ hours</b>
	<b>Summative Assessment Marks: 60</b>

### **TITLE: Tribal Society**

#### **Course Outcomes:**

CO1. To provide basic knowledge about social organization among tribal

CO2. Critically understand the implications of changes occurring

CO3. Undertake micro research work and communicate effectively

#### **Unit – I: Concepts and Categories 15 hours**

- a. Tribes and Indigenous People; Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India. Geographical Distribution of Tribes in India
- b. Hadis, Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations
- c. Tribal Organization: Social System, Legal System, Political System, Economic System, Religion and Magic

#### **Unit – II: Changes and Development Issues 15 hours**

- a. Social Mobility: Types, Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation
- b. Tribalisation, Detribalisation, Retribalisation
- c. Tribal Development and welfare: Approaches - Isolationist; Assimilationist and Integrationist; Problems of Exploitation, Land Alienation, Unemployment, Cultural Transformation, Scheduled Areas, Tribal Justice and Modern Law

#### **Unit – III: Studying Tribes 15 hours**

- a. Fieldwork: History and Significance; Ethics of Fieldwork; Etic and Emic Perspectives
- b. Sources of Data: Primary and Secondary
- c. Participatory Method, Case Studies, Genealogies

## Unit – IV: Field Work

15 hours

- a. Take up field work in any nearby tribal settlement;
- b. Present the findings and
- c. Submit a report

### References

Ahuja, R 2001 Society in India, Rajat Publications, Jaipur.

Bose, N K 1941, Hindu Mode of Tribal Absorption, Science and Culture, Vol VII.

Elwin, Verier. 1963. A New Deal for Tribal India.

Forde, G D 1979, Habitat, Economy and Society, Metuen and Co London Furer-Haimerdorf, Christoph von Tribes of India: The Struggle for Survival, University of California Press, Berkeley.

Ghurye, G S 1963 The Scheduled Tribes, Popular Prakashan, Bombay.

Hasnain, Nadeem 2011 Tribal India, Palace Prakashan, New Delhi.

Kuppuswamy 2010 Social Change in India, Konark Publishers Put Ltd, Delhi.

Majumdar, R C 1962 The History and Culture of the Indian People, Vol III, Bharatiya Vidya Bhavan, Bombay.

Patnaik, N. 1972. Tribes and Their Development, Hyderabad, Hyderabad Institute of Community Development.

Srinivas, M N Social, 1952, Religion and Society Among the Coorgs of South India, Oxford University Press, Delhi.

Srinivas, M N, 1966 Change in Modern India Oxford University Press, Delhi.

Thurston, Edgar C and K Rangachari Castes and Tribes of Southern India, Gyan Publishing House, New Delhi.

Vidyarthi, L P and B K Rai 1985, The Tribal Culture of India, Concept Publishing Company, New Delhi.

## BA SemesterV

<b>Course 11 Title: Statistics in Sociological Research</b>	
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2½ hours</b>
	<b>Summative Assessment Marks: 60</b>

### **TITLE: Statistics in Sociological Research**

#### **COURSE OUTCOME:**

CO1. General introduction to statistical techniques for analyzing social science data

CO2. To compute these basic statistics as appropriate for the data at hand

CO3. Learn techniques for summarizing data, examining relationships among variables, generalizing from samples to populations, and testing statistical hypotheses

#### **Unit – 1 Sociological Research 15 Hrs**

- a. Social Research, Types of social Research – qualitative quantitative; inductive deductive.
- b. Steps in social Research; Problems in social research
- c. Concept, Assumption, Formulation of Hypothesis; Research designs

#### **Unit – 2 Methods of data collection in Social Research 15 Hrs**

- a. Sources of primary data - Observation, Interview and Questionnaire
- b. Sources of secondary data: published, unpublished, other sources.
- c. Survey and Sampling; types of sampling

#### **Unit-3 Social Statistics 15 Hrs**

- a. Social Statistics meaning and its importance in social research
- b. Types of social Statistics: Descriptive and Inferential; use of computers in social statistics
- c. Construction of Frequency Tables; Diagrammatic and Graphical Representation of Data: Pie Charts, Bar Charts, histogram, histograms, frequency polygon

#### **Unit 4 – Methods of Statistical Measures 15 Hrs**

- a) Measures of Central Tendency: mean median and mode; Merits and Demerits

- b) Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation
- c) Correlation: Pearson's Correlation, Rank order Correlation

## References

- Agarwal, Y.P. (1995). Statistical Methods: Concepts, Applications and Computation, New Delhi: Sterling Publishers.
- Altman, Micah, Jeff Gill and Michael McDonald (2003). Numerical Issues in Statistical Computing for the Social Scientist, New York: John Wiley and Sons.
- Babbie, Earl 2013 The Practice of Social Research, Cengage, 13th Edition
- Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. The Free Press, New York
- Bailey, Kenneth. 1988. Methods of Social Research, John Willey & Sons, New York.
- Bryman, Alan (1988). Quality and Quantity in Social Research, London: Unwin Hyman.
- David, Dooley. 1997. Social Research Methods, Prentice Hall, New Delhi.
- Davis, G.B. 1981. Introduction to Computers, Mc Graw Hill, New Delhi.
- Goode, William J. & Hatt, Paul K. 1952. Methods in Social Research, McGraw Hill New Delhi.
- Gupta, S.C. (1985). Statistical Methods, New Delhi: S.Chand and Sons.
- Gupta, S.C. (1990). Fundamentals of Statistics, New Delhi: Himalaya Publishing House.
- Irvine, J., I. Miles and J. Evans (eds.) 1979. Demystifying Social Statistics. London: Pluto Press.
- John H. Mueller and Karl F. Schuessler. 1969. Statistical Reasoning in sociology. New Delhi: Oxford.
- Krishnaswami, O.R. 1983. Methodology of Research in Social Sciences, Himalaya, Bombay.
- Luker, Kristin 2008 Salsa Dancing into the Social Sciences, Harvard University Press, Harvard
- Narayan, Deepa 1997. Toward Participatory Research, The World Bank, Washington.
- Norton, Peter (2005). Introduction to Computers, New Delhi: Tata McGraw Hill.
- Rajaraman, V. (2004). Fundamentals of Computers, New Delhi: Prentice Hall.
- Ratna V., Jatar. Statistical Calculation, Ram Prasad Publication: Agro.
- Shipman, Martin (1998). The Limitations of Statistics, London: Longman.

Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford University Press, New Delhi.

Tim May. 2001. Social Research: Issues methods and process, Rawat, Jaipur.

Weinstein, Jay Alan. 2010. Applying Social Statistics. UK: Rowman and Littlefield publishers.

Young, Pauline V. 1982. Scientific Social Surveys & Research, Prentice Hall, New Delhi.

## BA SemesterVI

<b>Course 12 Title:Sociological Perspectives</b>	
<b>TotalContactHours: 60</b>	<b>CourseCredits:3</b>
<b>FormativeAssessmentMarks: 4 0</b>	<b>DurationofESA/Exam: 2<sup>1/2</sup>hours</b>
	<b>SummativeAssessmentMarks:60</b>

### **TITLE: Sociological Perspectives**

#### **COURSE OUTCOMES:**

C01: To introduce major Sociological theoretical approaches

C02: To introduce and use fundamental categories of theory

C03: Compare and contrast the ways different theorists use the same or similar concepts to build or present their ideas

#### **Unit 1: Basics of Theories 15 hours**

- a. Theory: Meaning and Features. Meaning of Social Theory. Types of Theory: Macro, Meso, Micro;
- b. The elements of sociological theory; Levels of theorisation
- c. Types and functions of sociological theory

#### **Unit 2: Structural Functionalism 15 hours**

- a. Origin of Structuralism and Functionalism; Meaning of: Social Structure, Social System, Function, Integration, Social Equilibrium, Social Order, Dysfunction
- b. Postulates of Functional Analysis
- c. Neo-functionalism

#### **Unit 3: Conflict Perspective 15 hours**

- a. Origin of Conflict Perspective; Meaning of: Conflict, Social Inequality, Power, Dominance, Authority, Class Struggle, Hegemony
- b. Process of Social Conflict and Social Change;
- c. Functions of Social Conflict

#### **Unit 4: Symbolic Interactionism**

**15 hours**

- a. Origin of Symbolic Interaction Perspective; Social Construction of Reality, Self, Identity, Reflexivity, Negotiation
- b. Importance of Meaning; Definition of Situation
- c. Dramaturgy and Everyday Life

#### **REFERENCES**

- Abraham, F and J.H. Morgan. 1985. Sociological Thought, Delhi: Macmillan India.
- Abraham, J.H., 1974. Origin and Growth of Sociology, London: Pelican books.
- Aron, Raymond. 1970. Main Currents in Sociological Thought (Two Volumes), Doubleday, Garden City.
- Barnes, H.E. 1980. An Introduction to the History of Sociology, University of Chicago Press, Chicago.
- Bogardus, E. 1969. The Development of Social Thought, Vakils, Feffer and Simon's, Bombay.
- Coser, Lewis. 1977. Masters of Sociological Thought, Harcourt & Brace, Chicago.
- Giddens, Anthony (2004). In Defense of Sociology, Cambridge: Polity Press.
- Giddens, Anthony and J.H. Turner (1987). Social Theory Today, Cambridge: Polity Press.
- Giddens, Anthony. 1997. Capitalism and Modern Social Theory – A analysis of writings of Marx, Durkheim and Weber, Cambridge University Press.
- Giddens, Anthony. 1997. Capitalism and Modern Social Theory – A analysis of writings of Marx, Durkheim and Weber, Cambridge University Press.
- Jeffrey, Alexander C. (1985). Neofunctionalism, London: Sage.
- Luckmann, Thomas ed. (1978). Phenomenology and Sociology: Selected Readings, New York: Penguin Books.
- Merton, R.K. (1968). Social Theory and Social Structure, New York: The Free press.
- Nisbet. 1966. The Sociological Tradition. Heinemann Educational Books Ltd., London.
- Parsons Talcott. 1937- 1949. The structure of social Action, McGraw Hill, New York.
- Ritzer, George. 2000. Classical Sociological Theory, McGraw Hill, New York.
- Scott, Applelrouth and Laura DesforEdles (2008). Classical and Contemporary Sociological Theory: Text and Readings, California: Pine Forge Press.



Swingwood, A. 1984. A Short History of Sociological Thought, Macmillan, Hong Kong.

Timasheff, N. and G. Theodorson. 1976. Sociological Theory, Random House, N Y.

Turner, Jonathan H. 2007. The Structure of Sociological Theory (IV Edition) Rawat Publication, Jaipur.

Wiseman, Boris (1998). Introducing Lévi-Strauss. Toronto: Totem Books.

Zeitlin, Irvin. 1981. Ideology and the Development Sociological Theory. Prentice Hall.

## BA Semester VI

<b>Course 13 Title: Sociology of Health</b>	
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2½ hours</b>
	<b>Summative Assessment Marks: 60</b>

**TITLE: Sociology of Health**

### **COURSE OUTCOMES:**

CO1: Understand the concept of health, illness and social conditions

CO2: Analyze the relationship between social factors and health status

CO3: Understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health

### **Unit 1: Introduction 15 hours**

- Sociology of Health: Meaning, Nature and Need; Scope: Sociology in Medicine and Sociology of Medicine
- Emergence and Development of Sociology of Health in World and India
- Actors: Doctors-Nurses and Paramedical Staff-Patients and their relationship

### **Unit 2: Determinants of Health 15 hours**

- Social Determinants: Class, Caste, Power, Gender, Social Cohesion
- Cultural Determinants: Beliefs, Nutrition, Environment
- Economic Determinants: Poverty, Homelessness, Living Conditions, Neighbourhood

### **Unit 3: Models of Health 15 hours**

- Systems of Medicine; (Biomedicine and AYUSH) Biomedical Model and its Dominance
- Sick Role and Experiencing Illness
- Hospital as Social Organization

### **Unit 4: Health Care Reform 15 hours**

- Medicalisation and Pharmaceuticalisation of Health
- Learning from the Field: Report on Health Services in your area

c. Functioning of Health Organizations or Selected Health Programmes at State Level

**REFERENCES**

Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.

Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction, Cambridge: Polity Press. Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press.

Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.

Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.

Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.

Dutta, P.R. (1955). Rural Health and Medical Care in India, Ambala: Army Education Press.

Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.

Ommen, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures, Bombay: Macmillan.

Baru, Rama V. (1998). Private Health Care in India, New Delhi: Sage.

Schwartz, Howard (1994). Dominant Issues in Medical Sociology, New York: McGraw Hill.

Venkataratnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan

## BA Semester VI

<b>Course 14 Title: Society in Karnataka</b>	
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2½ hours</b>
	<b>Summative Assessment Marks: 60</b>

**TITLE: Society in Karnataka**

### **COURSE OUTCOMES:**

CO1: Enhance Sociological knowledge about the Local and Regional context of Karnataka

CO2: Acquaint students with the changing trends in Karnataka with special reference to Development processes and politics

CO3: Learn about the unique cultures in Karnataka

### **Unit 1: Features of Karnataka 15 hours**

- Overview of Karnataka's History: Antiquity of Land and Language Social Composition: Religion, Language, Caste, Tribe, Class as per latest Census/Sample Surveys; HDI and Regional Disparities
- Geography and Politics: Spatial Features: Plains, Coastal and Malnad; Old Mysuru, Hyderabad Karnataka, Bombay Karnataka and present day administrative division (Mysuru, Bengaluru, Kalyana Karnataka and Kittur Karnataka); Political Landscape since Independence
- Economic Profile: Developments in Agriculture, Industry and Service Sectors

### **Unit 2: Social Organisation 15 hours**

- Religions, Languages, Castes, Tribes and Classes as per latest Census/Sample Surveys
- Education: Growth of STEM Courses, Status of Social Sciences and Humanities; Urbanisation: Trends and Issues
- HDI and Regional Disparities

### **Unit 3: Social Movements of Karnataka 15 hours**

- Unification of Karnataka, Save Kannada and Gokak Movements
- Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement Against Social Forestry

c. Socio-Religious Movements: Veerashaiva, Non-Brahmin, Dalit Movements

#### **Unit 4: Studies on Karnataka Society**

**15 hours**

- a. Contributions of M N Srinivas, S. Parvathamma, Hiremallur Ishwaran
- b. Fieldwork on Changing Social Institutions in Karnataka
- c. Presentation and report submission

#### **REFERENCES**

Government of Karnataka. 2006. Karnataka Human Development Report 2005, Planning and Statistics Department, Bangalore.

Jai Prabhakar S C, Socio-Cultural Dimensions of Development in North Karnataka, CMDR Monograph Series No. – 63.

Malini Adiga. 2006. The Making of Southern Karnataka: Society, Polity and Culture in the early medieval period, AD 400–1030, Orient Longman, Chennai.

Narasimhacharya, R. 1988. History of Kannada Literature, 1988, Asian Educational Services, New Delhi.

Nilakanta Sastri, K.A. 1955. A History of South India, From Prehistoric times to fall of Vijayanagar, OUP, New Delhi.

Panchamukhi P R. 2001. North-South Divide: Karnataka's Development Scenario, CMDR Monograph, Series No.21, pp.1-10, Centre for Multi-Disciplinary Development (CMDR), Dharwad, Karnataka.

Rajyashree, K.S. "Kodava Speech Community: An Ethnolinguistic Study". Online webpage of languageindia.com.

M. S. Thirumalai. Srikanta Sastri, S. 1940. Sources of Karnataka History, Vol I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.

Suryanath U. Kamat. 2001. Concise history of Karnataka. MCC, Bangalore

## Semester VI

<b>Course 15 Title:Project Dissertation</b>	
<b>TotalContactHours: 60</b>	<b>CourseCredits:3</b>
<b>FormativeAssessmentMarks: 4 0</b>	<b>DurationofESA/Exam: 2<sup>1/2</sup>hours</b>
	<b>SummativeAssessmentMarks:60</b>

**TITLE: Project Dissertation**

### **COURSE OUTCOMES:**

C01: Ability to conceptualize, formulate and conduct research projects.

C02: Assess the research studies and findings.

C03: Skills for library work and documentation.

C04: Logical thinking and critical analysis.

C05: Favorable attitudes for the integration of research and theory.

C06: Field-work skills and experience.

C07: Writing skills, reference skills

C08: Techniques of data collections

C09: Methodologies in social analysis

### **Guideline for Research Project:**

1. Student shall select the research topic in consultation with the faculty member assigned as in-charge or guide for Research Project Course and report the same to the Head of the Department/College Principal in writing.
2. The topic of such research project shall be relevant to sociology course on the whole.
3. The topic of such research project shall be finalized only after the Department/College approves the same.
4. The tools of data collection should be finalized and data collection shall be completed by the mid of the VI semester.
5. The student has to submit two bound copies of Research Dissertation to the Head of the Department/College Principal on or before the last working day of the VI semester in a prescribed format.
6. Each student shall be compulsorily supervised in the Research Project by a faculty member, preferably who has PhD research degree in sociology and is a full-time teaching faculty in the department/college. The supervisor will guide the student in methodology and the course of the study.

7. Periodic individual conference, related to Research Project of each student, shall be conducted by the supervisor.
8. Each student shall be required to take part in Class Room Presentations in the context of Research Project. Such presentations (colloquium) shall be related to the research methodology and tools of research being developed by the student.
9. The student's performance in such Presentations is considered in assigning the Internal Assessment marks allocated for Research Project.
10. The sample size for quantitative research shall not be less than 50 respondents; and minimum of 10 cases if it is qualitative.
11. Not less than 2 class hours per week in VI semester shall be spent by the student for such Research Project.
12. A total of 2 Credits shall be allocated to the Research Project Course.
13. The project course will be evaluated on the basis of the dissertation and the continuous internal assessment. (Dissertation 30 + continuous Internal Assessment 10 + colloquium 10 = Total 50).
14. The endorsement certificate from the Institution/ Industry/ agency should be enclosed with the report if the project fieldwork is done in such institution.
15. Plagiarism should be avoided and the Department/college should check the project report for plagiarism.
16. On time submission of the dissertation is mandatory.

Research Project Report shall consist of the following sections:

Section A : Preliminaries

Section B : Body of the Report

Section C : Annexure / Appendix

Section A is a formal general section and shall include:

1. Title page - having details as the title of the study, name of the researcher, register number, name of the guide, department/institution through which the study has been undertaken under University, and the year of the research project work.
2. Forward/Acknowledgement.
3. Table of contents with Page Numbers.
4. List of Tables, Charts, Graphs.

5. Certificate from the candidate stating the originality of the research report content.
6. Certification from the guide/supervisor.
7. Certification from the agency if the study has been carried out in a particular institution.

Section B is formal technical section and shall include the chapterisation of the report

1. Introduction
2. Objectives
3. Review of literature
4. Methodology
5. Data presentation and analysis
6. Major Findings and conclusions
7. Suggestions and recommendations

Section C shall include such information that is not included in the body of the report, but is relevant to the study.

1. Reference
2. A copy of the tool of data collection.
3. Additional statistical tables.
4. Photographs, figures, maps, etc.

Technical specifications of the report:

1. Printed and bound a minimum of 25 pages to a maximum of 50 pages, excluding the preliminary content pages and the annexure/appendix.
2. Use A4 size paper, 1 inch margins on all 4 sides; font Times New Roman 12 size, double spaced.
3. Referencing in ASA/APA style, with author-date system.

E.g. for a book by Pitirim Sorokin published in 1978; title of the book 'Contemporary Sociological Theories'; published by Kalyani Publisher, from New Delhi.

- a. In text referencing: (Sorokin 1978)
- b. In text quoting the statement: (Sorokin 1978: 236)
- c. Reference: Sorokin, Pitirim. 1978. Contemporary Sociological Theories. New Delhi: Kalyani Publishers.



## **Reference**

Buford, M. V., Sharp, M. J., & Stebleton, M. (2023). Mapping the future of Undergraduate Career Education: Equitable Career Learning, development, and preparation for a new world of work. Routledge, Taylor & Francis Group.

Thompson, D., & Sauvé, A. (2014). Engaging youth in community futures: The Rural Youth Research Internship Project. University of Saskatchewan, Centre for the Study of Cooperatives.

Wallace-Crabbe, M. (1993). Guidelines for Internships. Art Museums Association of Australia.

## **Internship**

### **Model Internship Guidelines**

#### **Introduction**

The rise in global competition has prompted organizations to devise strategies to have a talented and innovative workforce to gain a competitive edge. Developing an internship is an impactful strategy for creating a future talent pool for the employment market. The Internship programme not only helps fresh pass-outs in gaining professional know-how but also benefits and even discovering future business leaders.

The Model Internship Guidelines are developed keeping this in view, for organizing Internship at degree. These guidelines comprise of Steps for Establishing, Maintaining & Fostering Internships. The internship experience will extend outcome based learning process and inculcate various attributes in a student in line with the graduate attributes defined.

The National Education Policy (NEP) 2020 envisages the promotion of quality research within the Higher Education system. Research and innovation are two inherently important aspects to ensure quality education by the Higher Education Institutions (HEIs). Societal needs of our country can only be addressed by having a strong knowledge, skill, value and research oriented vibrant higher education ecosystem for sustainable development. An institutionalization of Internship at Undergraduate Levels is expected to play a pivotal role in catalysing inter disciplinary/multi-disciplinary/trans-disciplinary and translational research culture.

#### **Objectives**

Internships provide opportunities for enhancing research capabilities and career development. Internships are educational and career development opportunities, providing practical experience in a field or discipline. These are structured and supervised short-term taskoriented placements or projects for defined duration. Internship should be arranged to benefit both the intern and the internship providing organization.

Following are the intended objectives of engaging under-graduate students in research internship program:

1. To provide an opportunity to the under-graduate students to carry out learning in a real work environment with faculty guidance over a specific period.
2. To create conditions conducive for students to exercise a quest for knowledge and its discovery and applicability for solving complex/ real-life problems.
3. To provide the opportunities to the UG students to learn, understand and sharpen the expertise, as well as the communication/ technical/managerial skills required.
4. To give students an exposure to the societal challenges through rural /social internships and getting them trained for social innovations.
5. To expose students to the social environment, which cannot be simulated in the classroom and hence creating competent professionals for the society.
6. Experience gained from the 'Internship' will be used in classroom discussions.
7. To expose students to the professional responsibilities and ethics.
8. To promote academic, professional and/or personal development. Expose the students to future employers.
9. To understand the social, economic and administrative considerations that influence the working environment and to understand the psychology of the workers and their habits, attitudes and approach to problem solving.
10. To familiarize students with research methods, analytical tools and techniques along with their appropriate usage.
11. To train students in writing scientific reports, presentations, and/or manuscripts for publication.
12. To promote academic, professional developments.

### **Internship Outcomes**

- C01. Availability of ready to contribute candidates for employment.
- C02. Students bring new perspectives to problem solving.
- C03. Availability of quality candidates for temporary or seasonal positions and projects.
- C04. Availability of flexible, cost-effective work force.
- C05. Practical experience in an organizational setting.

C06. Excellent opportunity to see how the theoretical aspects learned in classes are integrated into the practical world.

C07. Opportunity to learn new skills and supplement knowledge. Opportunity to practice communication and teamwork skills.

C08. Opportunity to meet new people and learn networking skills.

C09. Creating network and social circle and developing relationships with industry people.

The general procedure for arranging internship:

Step 1: Each student is brought under the supervision of one faculty member who will monitor the internship.

Step 2: Student will identify the location of the internship and seek permission from the internship provider, through the proper channel, Request Letter/ Email from the office of Training & Placement cell of the college/ the Principal. Students request letter/profile/ interest areas may be submitted to the industry/internship provider for their willingness for providing the training.

Step 3: Industry/Provider will confirm the training slots allocated for internships via Confirmation Letter/ Email.

Step 4: Students on joining Training at the concerned Industry / Organization, submit the Joining Report/ Letters / Email.

Step 5: Students undergo industrial training at the concerned Industry / Organization.

Step 6: Students will submit training report after completion of internship.

Step 7: Training Certificate to be obtained from industry.

Step 8: Submission of the internship report/dissertation and presentation.

## **Internship Report**

After completion of Internship, the student should prepare a comprehensive report to indicate what he has observed and learnt in the training period. The student will consult Internship Supervisor/ Faculty Mentor for assigning/selecting special topics and issues and should prepare the final report on the assigned topics. Daily diary will also help to a

great extent in writing the internship report. The training report should be signed by the Internship Supervisor and Faculty Mentor. The Internship report will be evaluated on the basis of following criteria:

- a. Originality.
- b. Adequacy and purposeful write-up.
- c. Organization, format, sketches, style, language, referencing, etc.
- d. Variety and relevance of learning experience.
- e. Practical applications, relationships with basic theory and concepts taught in the course.

#### **Internship for Graduate Programme (As Per UGC & AICTE)**

<b>Course 16 Title: Internship Discipline specific</b>	
<b>Total Contact Hours: 90</b>	<b>Course Credits: 2</b>
<b>Method of evaluation</b>	Presentations/Report submission/Activity etc.

#### **Instructions:**

1. Internship shall be Discipline Specific of 90 hours (2 credits) with a duration 4-6 weeks.
2. Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session)
3. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours.
4. The student should submit the final internship report (90 hours of Internship) to the mentor for completion of the internship.
5. The detailed guidelines and formats shall be formulated by the universities separately as prescribed in accordance to UGC and AICTE guidelines.

#### **Reference**

Buford, M. V., Sharp, M. J., & Stebleton, M. (2023). Mapping the future of Undergraduate Career Education: Equitable Career Learning, development, and preparation for a new world of work. Routledge, Taylor & Francis Group.

Thompson, D., & Sauvé, A. (2014). Engaging youth in community futures: The Rural Youth Research Internship Project. University of Saskatchewan, Centre for the Study of Cooperatives.

Wallace-Crabbe, M. (1993). Guidelines for Internships. Art Museums Association of Australia.

## **QUESTION PAPER PATTERN**

**MAXIMUM MARKS: 60**

**DURATION: 2 ½ Hours**

### **PART - A**

**Answer any Five of the following: 5x2 = 10**

Sl No. 1 to 8 questions

### **PART - B**

**Answer any Six of the following: 6x5 = 30**

Sl No. 9 to 17

### **PART C**

**Answer any Two of the following: 2x10 = 20**

Sl No. 18 to 21

\*\*\*\*\*

## **INTERNSHIPS under UGC regulation, 2023.**

### **INTERNSHIP GUIDELINES**

NEP 2020 has devised transformative initiatives in the field of higher education. The skills required for developing employability ingenuities are fostered by introducing internship as an important component in the curriculum.

Internship is provided in two modes-

- i. Internship for enhancing the employability
- ii. Internship for developing the research aptitude

As per the UGC Guidelines for **“Implementation of Internship/Research Internship for Undergraduate Students”** our institution has structured the internship course under the following categories-

#### **i. Internship for enhancing the employability**

The interns may pursue their internships in varied industries perse and go beyond the clusters prescribed by the central, state, micro and local governments. An indicative list is provided by UGC which comprises of –

1. Trade and Agriculture Area
2. Economy & Banking Financial Services and Insurance Area
3. Logistics, Automotive & Capital Goods Area
4. Fast Moving Consumer Goods & Retail Area
5. Information Technology/Information Technology enabled Services & Electronics Area
6. Handcraft, Art, Design & Music Area
7. Healthcare & Life Science Area
8. Sports, Wellness and Physical Education Area
9. Tourism & Hospitality Area
10. Digitisation& Emerging Technologies (Internet of Things/Artificial Intelligence/Machine Learning/Deep Learning/Augmented Reality/Virtual Reality, etc.) Area
11. Humanitarian, Public Policy and Legal Service Area
12. Communication Area
13. Education Area

14. Sustainable development Area
15. Environment Area
16. Commerce, Medium and Small-Scale Industries Area and other areas approved by the statutory bodies of the institution from time to time.

## **ii. Internship for developing the research aptitude**

Building of the research aptitude is a formative way to uncover facts and present the outcomes in an organised manner. Research internship aims at providing hands-on training to work on research tools, techniques, methodologies, equipment, policy framework and various other aspects in pursuing quality research.

The research interns can apply in research institute, research lab, national or internationally reputed organizations, research labs, working with faculty, mentors from distinguished fields.

## **INTERNSHIP STRUCTURE**

- Internship is organised, executed and monitored by the Research & Development Cell (RDC) of the institution.
- Since the internship is time bound, a research supervisor is assigned to the interns for sharing expertise and follow up of their Internship Progress.
- Orientation sessions and interaction faculty-wise was initiated.
- A Nodal Officer was appointed along with four block-wise coordinators to harness the possibilities and effectively implement internship at department level.
- Internship Report Format is drafted for maintaining the uniformity in reporting ethos.
- The Nodal Officer is in charge of corresponding with the Internship Providing Organization (IPO) is any organization, HEI, philanthropy, farmer, government organization, R&D institutions, research labs, artisans, enterprises, institution/person of eminence, cooperatives, corporates providing an opportunity to the student for Internship during the programme.
- The Nodal Officers along with the block coordinators must be approached in case of any issues and will be responsible for any official registration, enrollment and upkeep of the internship programme and the students.



- Internship Supervisors/ Mentors are appointed and a lot of students are assigned to them who in turn are responsible to ensure the authenticity of the internship certificate provided and monitor the hours of the work undertaken by the interns.
- Students may apply for Internship Programme through the Nodal Officer or Online Internship Apps such as Internshala, Go Intern and so on to avail the Internship Offers.
- It is preferred to undertake internship in physical mode. Digital Mode or Group Internships are an option.
- Internship Reports must be endorsed by the Internship Supervisor/ Mentor.

### **ACADEMIC CREDENTIALS**

- The internship as a course is mandatory for the under-graduate level fetching 2 credits each.
- For an internship, one credit of Internship means two-hour engagement per week.
- 60 – 90 Hours is mandatory to be undertaken by every student who is interning in any of the modes mentioned above.
- Hands-on training/ Orientation is mandatory before commencement of the internship/research internship programme.

### **EVALUATION**

Report writing (15-20 pages)- Format will be sent to the Internship Mentors/ Project Guides	20 Marks
Powerpoint Presentation	10 Marks
Viva Voce (One to One)	10 marks
External Assessment (Internship)/ External Evaluation (Project Report)	10 Marks
<b>Total</b>	<b>50 Marks</b>
<b>Number of Hours</b>	<b>60 hours (Internship)</b>

### **EVALUATION AND ASSESSMENT COMPRISES OF-**

- Activity logbook and evaluation report of Internship Supervisor
- Format of presentation and the quality of the intern's report
- Acquisition of skill sets by the intern
- Originality and any innovative contribution
- Significance of research outcomes
- Attendance

## ANNEXURE

### FORMAT OF THE INTERNSHIP REPORT



### ST ALOYSIUS COLLEGE (AUTONOMOUS) MANGALURU

#### INTERNSHIP REPORT FORMAT

#### 1. Title Page (1 page)

- Student Name, Class, Register Number, Name of the College
- Name of the Company
- Internship Dates (Duration – Date of commencement –Date of completion)
- Certificate from Dean/Head of Department **(1 page)**
- Declaration by the Student **(1 page)**
- Certificate from the Internship Mentor **(1 page)**
- Company Certificate with Official Logo and Authorized Signature **(1 page)**

**REFER SAMPLE 1 to SAMPLE 6 ANNEXED TO THIS FORMAT (Page No. 3 - Page No. 6)**

#### 2. Table of Contents (1 page)

- Keep it in Tabular Form
- Serial Number, Particulars and Page Number (three columns)

#### 3. Acknowledgements (1 page)

*(Mention how they helped you and what you learnt from each person)*

#### 4. Brief Profile of the Company/entity (2 pages)

- History- Vision- Mission of the Company
- Regular Business Activities (Broad/Specific)
- Intern's role in Overall Work Scheme

#### 5. Tasks Assigned (1 page)

- Mention in points the various tasks assigned

## 6. Learning Objectives (1 page)

*(Example: three objectives are mentioned- any other objective kindly mention)*

- Mention the following learning objectives-
  - ✓ To pursue internship in a company or an institution which gives opportunity to explore and nurture our skills.
  - ✓ To undertake experiential learning to improvise the technical and social skills.
  - ✓ To build curriculum vitae and strengthen the work experiences.
  - ✓ Any other (kindly specify)

## 7. Responsibilities including Job Description (7 pages)

- Internship Position in the Company (Example: Database Management Assist as Designation)
- Day Wise Report (Mention- Date, Time, Venue, Staff In-charge Name and Designation, Detailed report on daily basis)
- Mention Specific Tasks, Skills you learnt and experiences that developed you professionally.
- Mention even the talks, seminars attended, training sessions attended.
- Attach the relevant documents and certificates and evidential documents.

## 8. Skills and Experiences (Learning Outcomes) (1 page)

- Specific skills developed relate it to educational experiences and your career goal.
- Professional traits acquired.

## 9. Conclusion (1 page)

- Potentialities for future internships
- Helping the organization in better understanding of the need and interest of interns.

## 10. Annexure

- Attach relevant documents, certificates and photographs



Principal

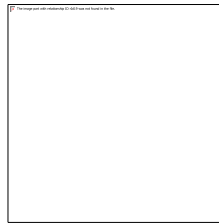
22-01-2023



Registrar

**SAMPLE 1**

**Title page**



**ST ALOYSIUS COLLEGE (AUTONOMOUS) MANGALURU**

Internship Report on ----- (area of work)  
at ----- (name of the company, place)

Submitted to St Aloysius College (Autonomous), Mangaluru in partial fulfillment of the  
requirements for the award of the

Degree of Bachelor of .....jh .....

B. ....

By

(Name of the Student)

(Class and Register No)

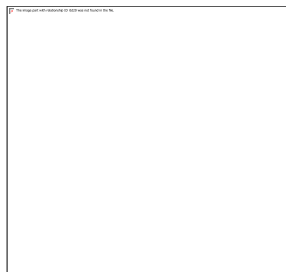
Under the guidance of

Name and address of Internal Guide

**2023 - 2024**

## **SAMPLE 2**

### **Certificate from the Dean/HOD**



FACULTY OF .....

ST ALOYSIUS COLLEGE (AUTONOMOUS)

LIGHT HOUSE HILL ROAD, MANGALORE – 575 003

### **CERTIFICATE**

This is to certify that Mr./Ms ..... bearing Register number..... has successfully completed his/her internship on ..... (area of work ) at .....(name of the company and place).

This internship report is prepared after having undergone internship for the period as stipulated by the College and is submitted to St Aloysius College (Autonomous) Mangaluru, in partial fulfilment of the requirements for the award of the Degree of Bachelor of ..... during the year 2023-24.

Date:

Signature with name and Designation

Place:

Seal

### **SAMPLE 3**

#### **Declaration by the student**

#### **DECLARATION**

This is to certify that this internship report has been prepared by me after undergoing internship from.....to.....(duration) at .....  
(name of the company and place). This report is my original work and is being submitted for the partial fulfilment of the requirements of the award of the Degree of .....

This report has not been submitted earlier to this College or any other Universities/Institutions for the fulfilment of the requirements of the course of the study.

**Date:**Signature

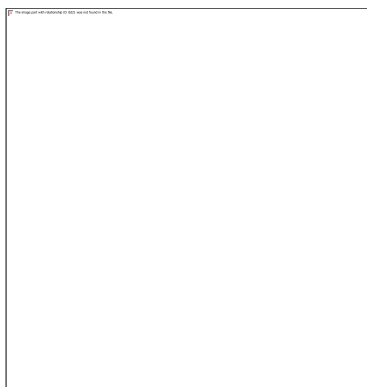
Name of the student

**Place:**

Register No

## **SAMPLE 4**

### **Certificate from Internship Mentor**



#### **CERTIFICATE**

This is to certify that ..... (Name of the student),  
Register Number....., of ....., has successfully  
completed his/her internship  
on.....(area of work) at  
..... (name of the company and place), in partial fulfilment of  
the requirements for the Degree of ..... The internship report has been prepared by  
him/her under my guidance and supervision. I further certify that no part of this report  
has been submitted for the award of any degree, diploma, fellowship or such other  
similar title.

Name and Designation of the Internship Mentor:

Date:

Place:

Signature

(Internship Mentor)

## **SAMPLE 5**

### **Certificate of Performance from the company in its letter head**

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Mr/Ms .....(name of the student),..... (Reg No), student of B.Com at St Aloysius College (Autonomous) Mangaluru, has done his /her internship in our company on ..... , (area of work), for the purpose of partial requirements for the award of the Degree of Bachelor of Commerce. He /She has completed the internship from our company for the period from .....to..... (date of internship).

During his/her tenure of the internship his/her conduct and character was good.

Signature

Name and Designation

Company seal

Date:

Place:

\*\*\*\*\*